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ABSTRACT

A study compared and contrasted the attitudes and opinions of a diversified and randomly selected sample of educators and administrators in the field of teacher education. Study questionnaires sought opinions on six major factors of the basics of teacher training: (1) governance and organization; (2) program content; (3) pre-student teaching experience; (4) student teaching; (5) certification; and (6) entrance/exit requirements. The three major sub-populations in the survey were: teacher education staff from the University of Arkansas at Pine Bluff; educators and administrators in the field of teacher education in the state of Arkansas; and administrators from the Leadership Cadre of the Association of Teacher Educators (a national organization). Data from educator responses are analyzed and compared three ways: (1) comparison of the University of Arkansas at Pine Bluff responses with the responses of the state of Arkansas sample; (2) comparison of the University of Arkansas at Pine Bluff responses with the national sample; and (3) comparison of the state of Arkansas sample responses with the responses of the national sample. Statistical procedures used to analyze the 40 questions relating to respondent opinions and attitudes included: percentage, mean, analysis of variance, eta, and multiple classification analysis. Detailed charts and results are included. (JD)

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COMPARATIVE ANALYSIS OF THE BASICS OF TEACHER EDUCATION AND TRAINING

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Teacher preparation has been a stimulating as well as controversial subject for speculation and investigation. The list of studied topics is both conceptually as well as chronologically impressive: teacher training (Charters and Waples, 1929), teacher performance (Rosenshine and Furst, 1971), teacher education (Howey and Gardner, 1982), teacher certification (Wilhoit, 1983) program design (Smith, 1980) candidate selection (Chauncey, 1952), teacher effectiveness (Tyler, 1933), teacher competence (Medley, 1977), and program effectiveness (Antonelli, 1983).

The current concern for teacher preparation, be it training or art, is demonstrated by the numerous federal, foundational, institutional and individual reports. This accumulation of data is impressive from a quantitative as well as a qualitative perspective. Within this context, it is important to note that the Arkansas study is a replication of the North Carolina Study (Wolfe and Gretes, 1982) which was conducted by the Research Committee of the North Carolina Association of Teacher Educators. Concomitantly, the purpose of the North Carolina Study was to obtain data to support or reject theoretical stipulations regarding the North Carolina Quality Assurance Program (Wolfe and Antonelli, 1982).

Comparative Analysis of the Basics of Teacher Education and Training

This study has statistically analyzed the responses of various personnel in the teacher education network. These personnel included the deans of teacher education, superintendents of school systems, officials of the Department of Education in Arkansas, principals of various levels of schools (elementary, junior high and high schools); school teachers and college teachers and chairpersons of the teacher education institutions in Arkansas. The national sample included a variety of leaders in the field of teacher education.

The main emphases of the proposed study are on comparative analysis of respondent attitudes and opinions regarding six major factors of the basics of teacher training. These factors include: governance and organization, program content; pre-student teaching experience, student teaching, certification and entrance/exit requirements.

The present study has compared and contrasted the attitudes and opinions of a diversified and randomly selected sample of professionals and administrators in the field of teacher education in the six major areas of study as mentioned above (governance and organization, program content, student teaching and pre-student teaching experience, certification and entrance/exit requirements).

Research Model

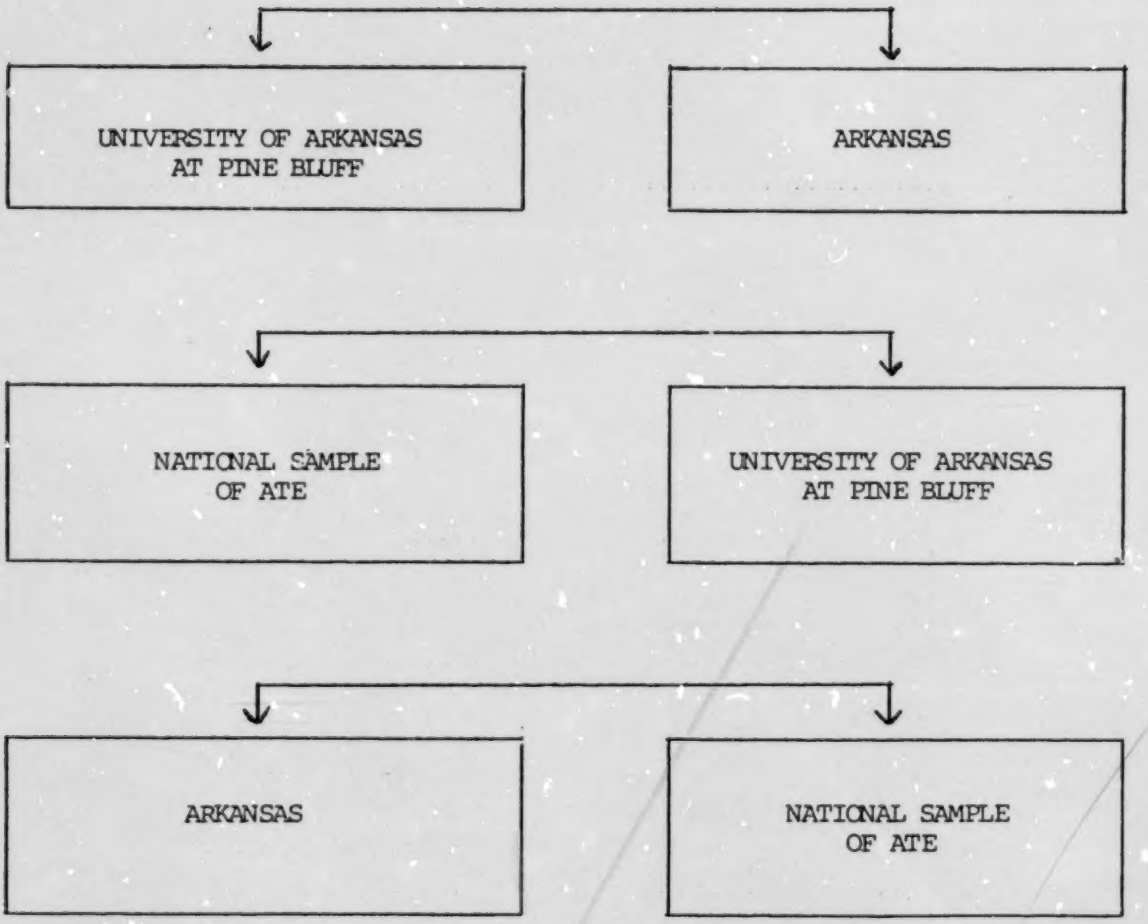
The analytical model of this proposed project has involved comparative analysis of the opinions and attitudes of respondents belonging to three categories of populations or combinations of these populations.

Research Method: Sampling

Data for the project was collected through the mail questionnaires. The questionnaires were mailed during the months of July and August of 1983. There are three major sub-populations in the survey: University of Arkansas at Pine Bluff, professionals and administrators in the field of teacher education in the state of Arkansas and Leadership Cadre of the Association of Teacher Educators which is a national organization.

All of the faculty members and chairpersons of the division of teacher education of the University of Arkansas at Pine Bluff were included in the sample. The response for this category was 100 percent. The Arkansas sample included a random sample of the following organizations: superintendents of school districts, officials of the Department of Education, Arkansas Education Association, Arkansas Association of Principals of Elementary and Secondary Schools, Arkansas Association of School Administrators, Arkansas State Teacher Retirement System, and Arkansas Congress of Parents and Teachers. This sample also included all deans of divisions of teacher education in public and private universities and all certification officers in Arkansas. The response rate for this population was 82 percent. The national sample of this survey came from a random sample of leadership cadre of the Association of Teacher Educators (ATE) the leadership cadre include the president, state presidents, board of directors and national officers of the ATE. The response rate from this organization was 72 percent.

FIGURE I


UNIVERSITY OF ARKANSAS AT PINE BLUFF
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UNIVERSITY OF ARKANSAS AT PINE BLUFF
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As depicted in figure 1, the responses of UAPB respondents will be compared with the responses of Arkansas respondents, responses of national sample will be compared with the responses of Arkansas respondents. Responses of national sample will be compared with the responses of UAPB responses.

Data Processing:

There were forty questions which constituted the data relating to the opinions and attitudes of respondents. These responses were coded in four categories: 1, strongly disagree; 2, disagree; 3, Agree and 4, strongly agree.

Numerous statistical test have been used to analyze this date. The statistical procedures have included: percentage, mean, analysis of variance, eta, and multiple classification analysis.

Findings

Comparison of the University of Arkansas at Pine Bluff and Arkansas sample

COMPARISON OF RESPONSES OF UAPB DIVISION OF TEACHER EDUCATION AND ARKANSAS RESPONDENTS

TABLE I

GOVERNANCE AND ORGANIZATION	Grand Mean	Unadjusted Deviation UAPB	Unadjusted Deviation Arkansas	Eta	Eta Squared
1. The control of teacher education certification should rest with the teacher education institution.	2.22	-.27	.11	.18	.03
2. Teacher education programs should be standardized at the state level to insure uniformity of the product.	2.76	.54**	-.23**	.40	.16
3. A return to "normal schools" would help make student teaching and pre-service programs more realistic.	2.05	.21	-.09	.18	.03
4. Pre-service teacher education programs should have separate tracts for elementary and secondary majors.	3.09	.12	-.05	.13	.01
5. The control of teacher education should reside with teacher education institutions and the state education agency.	3.24	.21	-.09	.21	.04
6. The governance of teacher education should reside with the state education agency.	2.37	.03	-.01	.02	.00
7. Teacher education would be better off if it went back to a state teachers college model.	2.07	-.01	.01	.01	.00
8. Teacher education programs should include 3 years of liberal arts study, 1 full year of professional study, and one full year of student teaching.	2.10	-.25	.11	.21	.04
PROGRAM CONTENT					
1. Teacher education should become a 5th or professional year of study after completion of a 4-year liberal arts degree program.	2.18	-.13	.05	.12	.01
2. Junior and senior teachers need more content hours taught outside the school of education.	2.58	.21	-.09	.18	.03

PROGRAM CONTENT (continued)	Grand Mean	Unadjusted Deviation	Unadjusted Deviation	Eta	Eta Squared
3. Undergraduates should receive components in schcol law and the organizational structure of public and private schools.	2.99	.26**	-.11**	.30	.09
4. Components in computer-assisted instruction and programmed learning should be included in teacher education programs at all levels.	3.36	.12	-.05	.15	.02
5. A single general method course is adequate at the secondary level.	2.18	.07	-.03	.06	.04
6. Microteaching should be included in all programs before and during pre-student teaching field experiences.	3.06	.15	-.06	.16	.02
7. All pre-service teachers should receive at least one course in instructional technology (media/materials, etc.).	3.27	.10	-.04	.12	.01
8. Specific methods in science, social studies, etc, should be included in all elementary education programs.	3.05	.27*	-.11*	.25	.06
9. General education (academic) requirements for elementary teachers should be at least what percent of a 120 hour degree program: 40%, 50%,60, more than 60%.	2.05	-.30	.11	.16	.03
10. General education (academic) requirements for secondary teachers should be at least what percent of a 120 hour degree program: 40%, 50%,60%, more than 60%.	2.13	-.19	.08	.10	.01
11. Professional education requirements for elementary teachers should be at least what percent of a 120 hour degree program: 20%,30%, 40%, more than 40%.	2.35	.46**	-.16*	.30	.10
12. Professional education requirements for secondary teachers should be at least what percent of a 120 hour degree program: 20%, 30%, 40%, more than 40%.	2.11	.56**	-.22**	.35	.13
PRE-STUDENT TEACHING EXPERIENCES					
1. Pre-student experiences should be for more than one semester.	2.63	.02	-.01	.02	.00
2. All pre-service field experiences should take place in a model or laboratory school setting.	2.00	.25	-.11	.20	.04
3. The pre-student teaching field experience should be at the secondary and elementary levels for all students.	2.69	.01	-.01	.01	.00
4. The pre-student teaching field experience should be structured and include seminars rather than being a part of another course.	2.78	.07	-.03	.06	.005

PRE-STUDENT TEACHING EXPERIENCES (continued)	Grand Mean	Unadjusted Deviation	Unadjusted Deviation	Eta	Eta Squared
5. Pre-student teaching field experiences should be course embedded	2.70	-.15	.07	.16	.02
STUDENT TEACHING					
1. Student teachers should receive their grade from the university supervisor and the cooperating teacher.	2.97	.23	-.10	.18	.03
2. Student teachers should receive their grade from the university supervisor.	2.21	-.11	.05	.10	.01
3. Student teaching should be a paid experience for both the student teacher and the cooperating teacher.	2.02	.10	-.04	.07	.006
4. Student teaching should be implemented as a true internship where students receive monetary compensation.	2.17	-.06	.02	.05	.003
5. Field experiences during teacher education programs should be supervised by college/university personnel who have had practice experience in the certification area.	3.21	.12	-.05	.12	.01
6. Student teaching should yield more than 12 semester hours credit.	2.17	.15	-.06	.15	.02
7. Student teaching should be for one full year.	2.22	.05	-.02	.05	.002
8. The length of student teaching should be based on a minimum number of clock hours.	2.55	-.22	.08	.20	.04
CERTIFICATION					
1. Initial certification should be K-6 or 7-12.	2.85	.15	-.07	.15	.02
2. Initial certification should be K-4, 4-6, 6-9, 9-12.	2.00	.18	-.08	.17	.03
3. Initial certification should be K-3, 4-7, or 8-12.	2.26	-.20	.09	.18	.03
4. There should be a period of probationary certification (3 years) until a teacher has been evaluated on the job.	3.11	.16	-.07	.16	.02
ENTRANCE/EXIT REQUIREMENTS					
1. Entrance requirements for teacher education programs should be based on a combination of GPA, standardized tests and interviews.	3.24	.23*	-.09*	.23	.06
2. Exit criteria for teacher education programs should be based on a combination of GPA, student teaching grade & standardized measures.	3.17	.11	-.04	.11	.01
3. Exit from teacher education programs should be based on demonstration of specific competencies rather than on satisfactory completion of individual courses.	2.89	.22	-.09	.17	.03

*Significant at .05 level
**Significant at .01 level

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There will be three major parts of the analysis of these data which will compare the responses of educators from the three samples as mentioned above: First, comparison of the University of Arkansas at Pine Bluff responses with the responses of Arkansas sample, secondly, the comparison of the University of Arkansas at Pine Bluff responses with the national sample and third the comparison of Arkansas sample responses with the responses of national sample.

When asked regarding the control of teacher certification testing with the teacher education institution the responses of all respondents were not very favorable. However, Arkansas respondents agreed more with it (UD = .11) when compared with the University of Arkansas at Pine Bluff respondents (UD =-.27). But the University of Arkansas at Pine Bluff responses overwhelmingly supported the idea of standardization of education programs at the state level (UD = .54) whereas Arkansas respondents more or less disagreed with it (UD = -.23). This variable explained 16 percent of the variation.

The issues relating to a return the "normal schools", seperate tasks for elementary and secondary majors for pre-service, the control of teacher education to be shared by the state education agency and teacher education instruction - the responses of the University of Arkansas at Pine Bluff respondents were slightly more favorable than the Arkansas respondents.

UD = Unadjusted deviation from the grand mean.

* .05
** .01

Regarding the governance of teacher education residing with the state education agency and teacher education going back to a state teacher college model, there were negligible differences in the opinions of the University of Arkansas at Pine Bluff respondents and Arkansas respondents.

The University of Arkansas at Pine Bluff respondents showed relative disagreement with the idea of three years of liberal arts study and one full year of student teaching (UD = -.25) when compared with Arkansas sample (UD = .11), which favored it somewhat.

There was not much support among all respondents for the idea of 5th year of professional study after completion of a 4 year liberal arts degree program M = 2.18) the University of Arkansas at Pine Bluff respondents agreed less with it (UD = -.13) than Arkansas respondents (UD = .05). Contrary to this the University of Arkansas at Pine Bluff rspondents supported the veiw that junior and senior high teachers need more content hours taught outside the school of education (UD = .21) whereas Arkansas respondents showed slight disagreement to it UD = .-09).

There was a statistically significant difference between the responses of the University of Arkansas at Pine Bluff and Arkansas respondents on the issue that undergraduates should receive components in schools law and the organizational structure of public and private schools. The university respondents strongly favored this idea (UD = .26) whereas Arkansas respondents relatively disagreed (UD = -.11).

The University of Arkansas at Pine Bluff and Arkansas respondents did not exhibit any considerable disagreement on the issues regarding the inclusion of computer assisted instruction and programmed learning in teacher education, the adequacy of a single general methods course at the secondary level, inclusion of micro-teaching in all programs before and during pre student teaching field experiences and the need for at least one course in instructional technology (media/materials etc.) to all preservice teachers. But the University of Arkansas at Pine Bluff respondents tended to agree with these views slightly more than

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M = Grand mean

Arkansas respondents.

On the question of the inclusion of specific methods in science, social studies etc. in all elementary education programs there was a statistically significant difference in the opinion of the University of Arkansas at Pine Bluff and Arkansas respondents. The University of Arkansas at Pine Bluff strongly agreed with it (UD = .27) whereas Arkansas respondents showed disagreement with it (UD = .-11).

There was not much support among all respondents to increase in general education (academic) requirements in elementary and secondary areas (M = .205 and 2.13 respectively). But the University of Arkansas at Pine Bluff respondents recommended less general education requirements (UD = -.30 and -.19 respectively) whereas Arkansas respondents were in favor of slightly higher general education requirements (UD = .11 and .08 respectively).

The University of Arkansas at Pine Bluff respondents strongly supported the increase in professional education requirements both for elementary (UD = .46) and secondary (UD = .56) areas when compared with Arkansas respondents who tended to disagree with such increase (UD = -.16 and -.22 respectively). This difference was statistically significant at .01 level.

For all questions regarding pre-student teaching experience there were no statistically significant differences between the University of Arkansas at Pine Bluff and Arkansas respondents. The University of Arkansas at Pine Bluff respondents favored the idea that all preservice field experiences should take place in a modal or laboratory school setting (UD = .25) while compared with Arkansas respondents (UD = -.11). Contrary to this, the University of Arkansas at Pine Bluff respondents showed disagreement with the idea that pre-student teaching field experiences should be course embedded (UD = .15) whereas Arkansas respondents supported it somewhat (UD - .07). The difference of opinion between the University of Arkansas at Pine Bluff and Arkansas respondents is negligible on the questions pertaining to the following issues: pre student teaching field experience should be at the secondary

and elementary levels for all students; the pre-student teaching field experience should be structured and include seminars rather than being a part of another course.

The differences of opinion between the University of Arkansas at Pine Bluff and Arkansas respondents on various issues relating to student teaching were not statistically significant. For all the respondents there was a greater degree of support for two issues: student teachers should receive their grade from the university supervisor and the cooperating teacher (M = 2.97) and field experinece during teaching that education programs should be supervised by college/university personnel who have had practical experience in the certification area (M = 3.21). Despite a general support for these tow issues the University of Arkansas at Pine Bluff respondents exhibited greater agreement (UD = .23 and .12) as compared with Arkansas respondents (UD = -.10 and -.05 respectively).

The University of Arkansas at Pine Bluff respondents showed a greater support for the following issues as compared with Arkansas respondents: the length of student teaching should be based on a minimum number of clock hours (UAPB UD = .22, Arkansas UD = -.08); student teaching should yield more than 12 semester hour credit (UAPB UD= 15, Arkansas UD = -.06), and that student teaching should be a paid experience for both the student teacher and the cooperating teacher (UAPB UD = .10, Arkansas UD = - .04.)

Arkansas respondents were in slightly greater agreement (UD = .05) on the question that student teachers should receive their grade from the university supervisor. The University of Arkansas at Pine Bluff respondents somewhat disagreed on this issue (UD = -.11). Regarding the questions that student teaching should be implemented as a true internship where students receive monetary compensation and that student teaching should be for one full year the difference in opinion was negligible.

Certification:

Despite the fact that there were no statistically significant differences in the opinions of the University of Arkansas at Pine Bluff and Arkansas respondents they exhibited differential responses on the issues relating to the certification process. The University of Arkansas at Pine Bluff respondents displayed greater agreement to most of the questions such as that initial certification should be K-6 or 7-12 (UAPB UD = .15, Arkansas UD = -.07); initial certification should be K-4, 4-6, 6-9 and 9-12 (UAPB UD = .18, Arkansas UD = -.08). The University of Arkansas at Pine Bluff respondents reported relative disagreement on the question that initial certification should be K-3, 4-7 or 8-12 (UAPB UD = -.20, Arkansas UD = .09)

Regarding a probationary period of three years for teacher certification until a teacher has been evaluated on the job the University of Arkansas at Pine Bluff respondents demonstrated stronger agreement (UD = .16) when compared with Arkansas respondents who showed somewhat disageement with this statement (UD = -.07)

Entrance/Exit Requirements

The University of Arkansas at Pine Bluff respondents demonstrated strong support for the idea that entrance requirements for teacher education programs should be based on a combination of GPA, standardized tests and interviews (UD = .23). In contrast Arkansas respondents exhibited somewhat disagreement with the idea of such requirements (UD = -.09). This finding is statistically significant at .05 level.

Again, the University of Arkansas at Pine Bluff respondents exhibited their support for the questions that exit criteria for teacher education programs should be based on a combination of GPA, student teaching grade and standardized measures (UD = .11) and that exit from teacher education programs should be based on demonstration of specific competencies rather than on satisfactory completion of individual courses (UD = .22). In contrast Arkansas respondents showed relatively less

agreement to these questions (UD = -.04 and - .09 respectively).

Comparison of the University of Arkansas and National Sample:

Following is the comparative analysis of the responses of the University of Arkansas at Pine Bluff sample on various areas of teacher education with the national sample.

COMPARISON OF RESPONSES OF UAPB DIVISION OF TEACHER EDUCATION AND NATIONAL RESPONDENTS

TABLE II

GOVERNANCE AND ORGANIZATION	Grand Mean	Unadjusted Deviation	Unadjusted Deviation	Eta	Eta Squared
1. The control of teacher education certification should rest with the teacher education institution.	2.36	-.31	.15	.21	.05
2. Teacher education programs should be standardized at the state level to insure uniformity of the product.	2.82	.48**	-.23**	.34	.11
3. A return to "normal schools" would help make student teaching and pre-service programs more realistic.	1.82	.45**	-.21**	.38	.14
4. Pre-service teacher education programs should have separate tracts for elementary and secondary majors.	3.10	.11	-.05	.10	.01
5. The control of teacher education should reside with teacher education institutions and the state education agency.	3.21	.24	-.12	.22	.04
6. The governance of teacher education should reside with the state education agency.	2.32	.08	-.04	.07	.004
7. Teacher education would be better off if it went back to a state teachers college model.	1.85	.21	-.10	.19	.03
8. Teacher education programs should include 3 years of liberal arts study, 1 full year of professional study, and one full year of student teaching.	2.13	-.28*	.14*	.25	.06
PROGRAM CONTENT					
1. Teacher education should become a 5th or professional year of study after completion of a 4-year liberal arts degree program.	2.15	-.10	.05	.08	.007
2. Junior and senior teachers need more content hours taught outside the school of education.	2.46	.33*	-.16*	.28	.08

PROGRAM CONTENT (continued)	Grand Mean	Unadjusted Deviation	Unadjusted Deviation	Eta	Eta Squared
3. Undergraduates should receive components in school law and the organizational structure of public and private schools.	3.20	.05	-.03	.06	.003
4. Components in computer-assisted instruction and programmed learning should be included in teacher education programs at all levels.	3.53	-.05	.02	.07	.004
5. A single general method course is adequate at the secondary level.	1.89	.36*	-.18*	.29	.08
6. Microteaching should be included in all programs before and during pre-student teaching field experiences.	3.03	.18	-.08	.18	.03
7. All pre-service teachers should receive at least one course in instructional technology (media/materials, etc.).	3.43	-.06	.03	.08	.007
8. Specific methods in science, social studies, etc, should be included in all elementary education programs.	3.34	-.02	.01	.02	.001
9. General education (academic) requirements for elementary teachers should be at least what percent of a 120 hour degree program: 40%, 50%,60, more than 60%.	2.15	-.40*	.16*	.26	.07
10. General education (academic) requirements for secondary teachers should be at least what percent of a 120 hour degree program: 40%, 50%,60%, more than 60%.	2.39	-.45*	.20*	.26	.07
11. Professional education requirements for elementary teachers should be at least what percent of a 120 hour degree program: 20%,30%, 40%, more than 40%.	2.80	.01	-.00	.007	.00
12. Professional education requirements for secondary teachers should be at least what percent of a 120 hour degree program: 20%, 30%, 40%, more than 40%.	2.41	.26	-.11	.21	.04
PRE-STUDENT TEACHING EXPERIENCES					
1. Pre-student experiences should be for more than one semester.	3.18	-.53**	.27**	.46	.21
2. All pre-service field experiences should take place in a model or laboratory school setting.	1.84	.41**	.20**	.34	.12
3. The pre-student teaching field experience should be at the secondary and elementary levels for all students.	2.73	-.03	.02	.03	.001
4. The pre-student teaching field experience should be structured and include seminars rather than being a part of another course.	2.66	.19	-.10	.19	.04

PRE-STUDENT TEACHING EXPERIENCES (continued)	Grand Mean	Unadjusted Deviation	Unadjusted Deviation	Eta	Eta Squared
5. Pre-student teaching field experiences should be course embedded	2.92	-.37**	.19**	.32	.10
STUDENT TEACHING					
1. Student teachers should receive their grade from the university supervisor and the cooperating teacher.	3.21	-.01	.01	.01	.000
2. Student teachers should receive their grade from the university supervisor.	2.28	-.18	.09	.14	.02
3. Student teaching should be a paid experience for both the student teacher and the cooperating teacher.	2.03	.08	-.03	.06	.003
4. Student teaching should be implemented as a true internship where students receive monetary compensation.	2.20	-.10	.05	.07	.005
5. Field experiences during teacher education programs should be supervised by college/university personnel who have had practice experience in the certification area.	3.28	.06	-.03	.05	.003
6. Student teaching should yield more than 12 semester hours credit.	2.40	-.06	.04	.06	.004
7. Student teaching should be for one full year.	2.33	-.07	.04	.06	.003
8. The length of student teaching should be based on a minimum number of clock hours.	2.43	-.10	.05	.08	.006
CERTIFICATION					
1. Initial certification should be K-6 or 7-12.	2.88	.12	-.06	.09	.007
2. Initial certification should be K-4, 4-6, 6-9, 9-12.	2.12	.06	-.03	.05	.002
3. Initial certification should be K-3, 4-7, or 8-12.	2.23	-.17	.08	.15	.02
4. There should be a period of probationary certification (3 years) until a teacher has been evaluated on the job.	3.33	-.05	.02	.05	.003
ENTRANCE/EXIT REQUIREMENTS					
1. Entrance requirements for teacher education programs should be based on a combination of GPA, standardized tests and interviews.	3.45	.02	-.01	.03	.001
2. Exit criteria for teacher education programs should be based on a combination of GPA, student teaching grade & standardized measures.	3.17	.11	-.05	.10	.01
3. Exit from teacher education programs should be based on demonstration of specific competencies rather than on satisfactory completion of individual courses.	3.02	.09	-.04	.08	.006

*Significant at .05 level
**Significant at .01 level

Governance and Organization:

Regarding the control of teacher certification remaining with the teacher education institution, the University of Arkansas at Pine Bluff respondents showed substantial disagreement (UD =-.31) whereas the national respondents favored this idea on a relative basis (UD =.15). In addition, the University of Arkansas at Pine Bluff respondents overwhelmingly agreed to the question: teacher education programs should be standardized at the state level to insure uniformity of the product (UD = .48). In contrast national respondents demonstrated their moderate disagreement on this issue (UD = -.23). This finding was statistically significant at .01 level.

Again, compared with the national sample, the University of Arkansas at Pine Bluff respondents strongly supported the idea that a return to "normal schools" would help make student teaching and pre-service programs more realistic (UD = .45) whereas the national respondents demonstrated a moderate disagreement with this statement (UD = -.21). This finding was statistically significant at .01 level.

The respondents from the University of Arkansas at Pine Bluff generally showed a greater degree of agreement on numerous issues related to the governance and organization of teacher education programs as compared with their national counterparts. These questions include: pre-service teacher education programs should have seperate tracks for elementary and secondary majors (UAPB UD = .11, National UD = .05); the control of teacher education should reside jointly with teacher education institutions and the state education agency (UAPB UD = .24, national UD =-.12). These two questions, in general drew more favorable comments from all respondents (compare the grand mean of 3.10 and 3.21 respectively, with the maximum possible of 4).

National respondents could agree less with the idea that teacher education would be better off if it went back to a state teachers college model (UD = -.10), whereas the University of Arkansas at Pine Bluff respondents demonstrated greater support for it (UD = .21). For all respondents there was not much support for this issue (Grand mean = 1.85). On the question that the governance of teacher education should reside with the state education agency, there was not much difference in opinion among the University of Arkansas and national respondents. (UAPB UD = .08), (national UD = -.04).

On the question that teacher education programs should include 3 years of liberal arts study, one year of professional study, and one full year of student teaching, the University of Arkansas at Pine Bluff respondents demonstrated substantial disagreement (UD = -.28) when compared with the national respondents (UD = .14) who showed moderately greater support for that idea. This finding was statistically significant at .05 level.

Program Content:

In general, there was considerable difference of opinion between the University of Arkansas at Pine Bluff and national respondents on various issues. The University of Arkansas at Pine Bluff respondents displayed relative disagreement on the question that teacher education should become a 5th or professional year of study after completion of a 4 year liberal arts degree program (UD = -.10) whereas national respondents showed somewhat agreement on this question (UD = .05).

On the question that junior and senior high teachers need more content hours taught outside the school of education the University of Arkansas at Pine Bluff respondents showed strong agreement (UD =.33). National respondents exhibited moderate disagreement with this idea (UD = -.16). For all respondents there was not much support for the question that a single general methods course is adequate at the secondary level (Grand mean = 1.89). But the University of Arkansas at Pine Bluff respondents showed a strong agreement with this idea (UD = .36), whereas

national respondents showed a moderate disagreement with it (UD = -.18). Both of these findings were statistically significant at .05 level.

There was a substantial amount of support for the following issues relating to the program content both by the University of Arkansas at Pine Bluff and national respondents. These questions include: Undergraduate should receive components in school law and the organizational structure of public and private schools (Grand mean = 3.20); components in computer-assisted instruction and programmed learning should be included in teacher education programs at all levels (Grand mean = 3.53); all preservice teachers should receive at least one course in instructional technology (media/materials etc), (Grand mean = 3.43); and specific methods in science, social studies, etc. should be included in all elementary education programs (Grand mean 3.34). The data showed no considerable difference in opinion on these issues by the University of Arkansas at Pine Bluff and national respondents.

The University of Arkansas at Pine Bluff respondents exhibited relatively greater support to the question that micro-teaching should be included in all programs before and during pre-student teaching field experience (UD = .18) when compared with their national counterparts who somewhat tended to disagree with it (UD = -.08).

National respondents significantly differed on their views regarding the percentage of general education (academic) requirements for elementary as well as secondary teaching areas in a 120 hour degree program. On the average the University of Arkansas at Pine Bluff respondents wanted substantially less general education requirements for elementary (UD = -.40) and secondary (UD = -.45) teaching areas. On the contrary national respondents wanted moderately higher proportion of requirements for general education courses in elementary (UD = .16) and secondary (UD =.20) teaching areas. Both of these findings were statistically significant at .05 level.

When it comes to the professional education requirements for elementary teaching area there was no measurable difference of opinion between the University of Arkansas at Pine Bluff and national respondents (UAPB UD = .01, National UD -.00). But the University of Arkansas at Pine Bluff respondents supported greater (or more) professional education requirements for secondary teaching area (UD = .26) where as national respondents favored relatively less professional educational requirements for secondary teachers (UD = -.11).

Pre-Student Teaching Experience:

In general there are numerous significant and important differences in the opinion of the University of Arkansas at Pine Bluff respondents with national respondents regarding various issues pertaining to the pre-student teaching experience.

On the question that pre-student teaching experiences should be for more than one semester the University of Arkansas at Pine Bluff respondents registered a strong disapproval (UD = -.53). In contrast national respondents strongly supported this idea (UD = .27). When asked that all preservice field experiences should take place in a model or laboratory school setting, the University of Arkansas at Pine Bluff respondents strongly agreed (UD = .41) whereas national respondents registered their disapproval of this issue (UD = -.20). The third major issue of disagreement between the University of Arkansas at Pine Bluff and national respondents was related to the question that pre-student teaching field experiences should be course embedded. The University of Arkansas at Pine Bluff respondents tended to strongly disagree with it (UD = -.37)whereas national respondents moderately supported this idea (UD = .19). The outcome of all of these three questions was statistically significant at .01 level.

The University of Arkansas at Pine Bluff respondents agreed more to the question that the pre-student teaching field experiences should be structured and include seminars rather than being a part of another course (UD = .19) whereas national respondents tended to disagree with this (UD = -.10). There was a negligible difference of opinion between the University of Arkansas at Pine Bluff and

the national respondents regarding the question that the pre-student teaching field experience should be at the secondary and elementary levels for all students (UAPB UD = -.03, national UD = .02).

Student Teaching:

Contrary to the responses to the pre-student teaching experience there were no statistically significant differences in the opinions of the University of Arkansas at Pine Bluff on questions pertaining to student teaching. Regarding the question that the student teachers should receive their grade from the university supervisor, the University of Arkansas at Pine Bluff respondents tended to disagree more (UD = -.18) when compared with national respondents (UD = .09). Similarly, the University of Arkansas at Pine Bluff respondents tended to disagree (UD = -.10) to the question that the length of student teaching should be based on a minimum number of clock hours, whereas national respondents showed some agreement with this statement (UD = .05).

When asked about the question that student teaching should be implemented as a true internship where students receive monetary compensation, the University of Arkansas at Pine Bluff respondents tended to disagree (UD = -.10) with that when compared with national respondents who slightly tended to support it (UD = .05).

The differences in other issues relating to student teaching are negligible. There was a general agreement among all respondents that student teachers should receive their grade from the university supervisor and the cooperating teacher (Grand mean = 3.21, UAPB UD = -.01, National UD = .01). The support was rather low for the question that student teaching should be a paid experience for both the student teacher and the cooperating teacher (Grand mean = 2.03, UAPB UD = .08, National UD = -.03). In general all respondents favored that field experiences during teacher education programs should be supervised by college/university personnel who have had practical experience in the certification area (Grand mean = 3.28, UAPB UD= .06, National UD = -.03). There was no general support among all respondents for the

idea that student teaching should yield more than 12 semester hours credit (Grand mean = 2.40, UAPB UD = -.08, National UD = .04). Similarly, all respondents did not favorably respond to the question that student teaching should be for one full year (Grand mean = 2.33, UAPB UD = -.07, National UD = .04).

Teacher Certification:

Most of the differences between the responses of the University of Arkansas at Pine Bluff and national respondents are not statistically significant. The University of Arkansas at Pine Bluff respondents tended to agree with the question that the initial certification should be K-6 or 7-12 (UD = .12) whereas national respondents tended somewhat to disagree with this statement (UD = -.06). But when asked that the initial certification should be K-3, 4-7, or 8-12, the University of Arkansas at Pine Bluff respondents tended to disapprove it (UD = -.17) whereas national respondents gave it some support (UD = .08),

There was less general support for the question that initial certification should be K-4, 6-9, or 9-12 (Grand mean = 2.12) and the difference between the University of Arkansas at Pine Bluff and national respondents was negligible on this issue (UAPB UD = .06, National UD = -.03). But all respondents overwhelmingly agreed to the question that there should be a period of probationary certification (3 years) until a teacher has been evaluated on the job (Grand mean = 3.33). The difference of opinion between the University of Arkansas at Pine Bluff and national respondents on this question was negligibl (UAPB UD = -.05, National UD = .02).

Entrance/Exit Requirements:

There was a substantial support among all respondents for all three questions relating to the entrance and exit requirements for teachers' education students. Both the University of Arkansas at Pine Bluff and national respondents overwhelmingly agreed that entrance requirements for teacher education programs should be based on a combination of GPA, standardized tests and interviews (Grand mean = 3.45). The difference

between the University of Arkansas at Pine Bluff and national respondents was negligible (UAPB UD = .02, National UD = -.01).

Respondents from the University of Arkansas at Pine Bluff tended to agree more with the question that exit criteria for teacher education programs should be based on a combination of GPA, student teaching grade and standardized measures (UD = .11) as compared with national respondents (UD =-.05).

When asked that exit from teacher education programs should be based on demonstration of specific competencies rather than on satisfactory completion of individual courses, the University of Arkansas at Pine Bluff respondents responded more positively (UD = .09) than their national counterparts (UD = -.04). For all three questions related to the entrance/exit requirements most respondents tended to agree but the University of Arkansas at Pine Bluff respondents consistently showed greater approval than the national respondents.

Comparison of Arkansas and National Sample:

Arkansas sample and the national sample in the present analysis present several similarities and variations in their responses to the questions pertaining to the basics of teacher education.

COMPARISON OF RESPONSES OF ARKANSAS WITH NATIONAL RESPONDENTS

TABLE III

GOVERNANCE AND ORGANIZATION	Grand Mean	Unadjusted Deviation	Unadjusted Deviation	Eta	Eta Squared
1. The control of teacher educatior certification should rest with the teacher education institution.	2.37	-.04	.04	.04	.002
2. Teacher education programs should be standardized at the state level to insure uniformity of the product.	2.56	-.02	.03	.03	.001
3. A return to "normal schools" would help make student teaching and pre-service programs more realistic.	1.79	.17*	-.18*	.24	.06
4. Pre-service teacher education programs should have separate tracts for elementary and secondary majors.	3.05	-.00	.00	.005	.00
5. The control of teacher education should reside with teacher education institutions and the state education agency.	3.12	.02	-.03	.03	.001
6. The governance of teacher education should reside with the state education agency.	2.33	.04	-.04	.04	.002
7. Teacher education would be better off if it went back to a stace teachers college model.	1.91	.16	-.16	.21	.04
8. Teacher education programs should include 3 years of liberal arts study, 1 full year of professional study, and one full year of student teaching.	2.24	-.03	.03	.04	.001
PROGRAM CONTENT					
1. Teacher education should become a 5th or professional year of study after completion of a 4-year liberal arts degree program.	2.21	.02	-.02	.02	.001
2. Junior and senior teachers need more content hours taught outside the school of education.	2.40	.09	-.10	.12	.02

PROGRAM CONTENT (continued)	Grand Mean	Unadjusted Deviation	Unadjusted Deviation	Eta	Eta Squared
3. Undergraduates should receive components in school law and the organizational structure of public and private schools.	3.01	-.14*	.16*	.24	.06
4. Components in computer-assisted instruction and programmed learning should be included in teacher education programs at all levels.	3.42	-.11*	.13*	.23	.05
5. A single general method course is adequate at the secondary level.	1.94	.21**	-.24**	.30	.09
6. Microteaching should be included in all programs before and during pre-student teaching field experiences.	2.98	.02	-.03	.04	.001
7. All pre-service teachers should receive at least one course in instructional technology (media/materials, etc.).	3.34	-.11*	.12*	.21	.05
8. Specific methods in science, social studies, etc, should be included in all elementary education programs.	3.13	-.19**	.22**	.28	.08
9. General education (academic) requirements for elementary teachers should be at least what percent of a 120 hour degree program: 40%, 50%,60, more than 60%.	2.23	-.07	.08	.07	.005
10. General education (academic) requirements for secondary teachers should be at least what percent of a 120 hour degree program: 40%, 50%,60%, more than 60%.	2.39	-.18	.20	.15	.02
11. Professional education requirements for elementary teachers should be at least what percent of a 120 hour degree program: 20%,30%, 40%, more than 40%.	2.47	-.28**	.33**	.36	.13
12. Professional education requirements for secondary teachers should be at least what percent of a 120 hour degree program: 20%, 30%, 40%, more than 40%.	2.08	-.19*	.21*	.24	.06
PRE-STUDENT TEACHING EXPERIENCES					
1. Pre-student experiences should be for more than one semester.	3.00	-.38**	.45**	.53	.28
2. All pre-service field experiences should take place in a model or laboratory school setting.	1.77	.12	-.14	.19	.04
3. The pre-student teaching field experience should be at the secondary and elementary levels for all students.	2.71	-.03	.04	.04	.002
4. The pre-student teaching field experience should be structured and include seminars rather than being a part of another course.	2.66	.09	-.11	.14	.02

PRE-STUDENT TEACHING EXPERIENCES (continued)	Grand Mean	Unadjusted Deviation	Unadjusted Deviation	Eta	Eta Squared
5. Pre-student teaching field experiences should be course embedded	2.93	-.15*	.17*	.22	.05
STUDENT TEACHING					
1. Student teachers should receive their grade from the university supervisor and the cooperating teacher.	3.03	-.16	.19	.19	.04
2. Student teachers should receive their grade from the university supervisor.	2.31	-.05	.06	.06	.004
3. Student teaching should be a paid experience for both the student teacher and the cooperating teacher.	1.99	-.01	.01	.01	.00
4. Student teaching should be implemented as a true internship where students receive monetary compensation.	2.22	-.03	.03	.03	.001
5. Field experiences during teacher education programs should be supervised by college/university personnel who have had practice experience in the certification area.	3.20	-.04	.05	.06	.003
6. Student teaching should yield more than 12 semester hours credit.	2.26	-.15	.18	.21	.05
7. Student teaching should be for one full year.	2.27	-.08	.09	.10	.01
8. The length of student teaching should be based on a minimum number of clock hours.	2.56	.07	-.09	.11	.01
CERTIFICATION					
1. Initial certification should be K-6 or 7-12.	2.79	-.01	.02	.02	.00
2. Initial certification should be K-4, 4-6, 6-9, 9-12.	2.00	-.08	.09	.10	.01
3. Initial certification should be K-3, 4-7, or 8-12.	2.33	.02	-.02	.02	.00
4. There should be a period of probationary certification (3 years) until a teacher has been evaluated on the job.	3.19	-.14	.16	.21	.04
ENTRANCE/EXIT REQUIREMENTS					
1. Entrance requirements for teacher education programs should be based on a combination of GPA, standardized tests and interviews.	3.28	-.14*	.15*	.24	.06
2. Exit criteria for teacher education programs should be based on a combination of GPA, student teaching grade & standardized measures.	3.12	.00	-.00	.005	.00
3. Exit from teacher education programs should be based on demonstration of specific competencies rather than on satisfactory completion of individual courses.					

*Significant at .05 level
**Significant at .01 level

Governance and Organization:

Respondents from Arkansas significantly differed from their national counterparts only in one area. When asked that a return to "normal schools" would help make student teaching and preservice programs more realistic, Arkansas respondents moderately supported this idea (UD = .17). In contrast national respondents tended to exhibit disapproval of it (UD = -.18). This finding was statistically significant at .05 level.

Similarly, Arkansas respondents were more likely to agree with the cuestion that teacher education would be better off if it went back to a state teacher college model (UD = .16) whereas national respondents tended to disagree with this (UD = -.16). However, there was not much support for this idea among all respondents (Grand mean = 1.91).

Arkansas and national respondents did not show any considerable difference in their opinions regarding any other questions relating to governance and organization. On the question that the control of teacher certification should rest with the teacher education insititution Arkansas respondents disagree somewhat (UD = -.04) and national respondents showed little approval (UD = .04).

There were negligible differences of opinion between Arkansas and national respondents on the following questions: teacher education programs should be standardized at the state level to insure uniformity of the product (Grand mean = 2.56, Arkansas UD = -.02, National UD = .03); there was absolutely no difference of opinion on the question that pre-service teacher education programs should have separate tracks for elementary and secondary majors (Grand mean = 3.05). Similarly, Arkansas

and national respondents generally agreed to the questions: that the control of teacher education should reside jointly with teacher education institutions and the state education agency (Grand mean = 3.12); that the governance of teacher education should reside with the state agency (Grand mean = 2.73, Arkansas UD = .04, National UD = -.04), but support for the later was considerably lower than for the former.

On the question that teacher education programs should include 3 years of liberal arts study, one year of professional study, and one full year of student teaching the general support among respondents was nominal and so were the differences of opinion (Grand mean = 2.24, Arkansas UD = -.03, national UD = .03).

Program Content: Contrary to the case of governance and organization Arkansas and national respondents displayed widespread differences regarding numerous questions pertaining to the program content of teacher education.

There was no general support among respondents for the idea that teacher education should become a 5th or professional year of study after completion of a 4-year liberal arts degree program (Grand mean = 2.21). The difference of opinion between Arkansas and national respondents regarding this question was also nominal (Arkansas UD = .02, National UD = -.02). Arkansas respondents were more agreeable to the question that junior and senior high teachers need more content hours taught outside the school of education (UD=.09) as opposed to the national respondents (UD = -.10).

Despite the fact that there was stronger support among all respondents on the question that undergraduates should receive components in school law and the organizational structure of public and private schools (Grand mean = 3.01) Arkansas respondents tended to agree less with it (UD = -.14) when compared with national respondents who tended to agree more with it (UD = .16). Similarly, there was overwhelming support among all respondents regarding the question that components in computer-assisted instruction and programmed learning should be included in teacher-education programs at all levels (Grand mean = 3.42). But again, Arkansas,

respondents approved it to a lesser extent (UD = -.11)as opposed to national respondents who supported it strongly (UD = .13). Both of these findings were statistically significant at .05 level.

On the issue that a single general methods course is adequate at the secondary level there was not much support among the respondents (Grand mean = 1.94) but Arkansas respondents relatively approved it (UD = .21) than the national respondents (UD = -.24) who tended to disapprove it. This outcome was statistically significant at .01 level. Generally, respondents approved the idea that microteaching should be included in all programs before and during pre-stuent teaching field experiences (Grand mean = 2.98) but there was virtually no difference of opinion between Arkansas and national respondents (Arkansas UD =.02, National UD = -.03).

There was an overwhelming support among respondents to the question that all preservice teachers should receive at least one course in instructional technology (media/materials etc) (Grand mean = 3.34). Arkansas respondents tended to support this relatively less (UD = -.11) than the national respondents (UD = .12) who supported it greatly. This outcome was statistically significant at .05 level.

All respondents, in general agreed with the idea that specific methods in science, social studies, etc. should be incluede in all elementary education programs (Grand mean = 3.13). Again, Arkansas respondents tended to agree with this less (UD =-.19) as compared with national respondents (UD =.22). This outcome was statistically significant at .01 level.

Regarding general education (academic) requirements for both elementary and secondary areas Arkansas respondents favored lower percentage of the degree requirement (UD = -.07 and -.18 respectively) as opposed to higher approval by the national respondents (UD = .08, and .20 respectively).

Arkansas and national respondents demonstrated statistically significant difference on both elementary and secondary degree programs regarding professional education requirements. Arkansas respondents suggested substantially lower percentage in the professional education requirements (UD = -.28) as opposed to the

national respondents (UD = .33) who favored higher percentage of professional education requirements. This finding was statistically significant at .01 level. Similarly, Arkansas respondents approved relatively lower percentage of professional education requirements (UD = -.19) when compared with the national respondents (UD = .21) who favored higher percentage of professional education requirements in the secondary degree program.

Pre-Student Teaching:

Arkansas and national respondents greatly disagreed on the issue that pre-student teaching experiences should be far more than one semester. Arkansas respondents relatively tended to disagree on this question (UD = -.38) when compared with national respondents (UD = .45) who tended to approve it. This finding was statistically significant at .01 level.

Arkansas respondents exhibited somewhat higher agreement to the questions that all preservice field experience should take place in a model or laboratory school setting (UD = .12) and that the pre-student teaching field experience should be structured and include seminars rather than being a part of another course (UD = .09). On the contrary national respondents exhibited relative disapproval of these issues (UD = -.14 and -.11 respectively). The difference of opinion was negligible on the question that the pre-student teaching field experience should be at the secondary and elementary levels for all students (Arkansas UD = -.03, National UD = .04).

Despite a generally high approval among all respondents to the question that pre-student teaching field experiences should be course embedded (Grand mean = 2.93) Arkansas respondents approval was relatively less (UD = -.15). On the contrary national respondents approval was higher on this issue (UD = .17). This outcome was statistically significant at .05 level.

Student Teaching: Arkansas and national respondents did not exhibit any

statistically significant difference of opinion regarding the questions pertaining to student teaching. Among all respondents there was generally a high approval for the question that student teachers should receive their grade from the University Supervisor and the Cooperating Teacher (Grand mean = 3.03). However, Arkansas respondents approval was relatively less (UD =-.16) as compared with national respondents (UD = .19) whose approval was higher for this issue. Similarly Arkansas respondents showed lower approval for the question that student teaching should yield more than 12 semester hours credit (UD = -.15) whereas national respondents registered higher approval to this question (UD = .18).

The difference of opinion on the rest of the questions pertaining to student teaching was negligible.

Certification: The difference of opinion between Arkansas and National respondents regarding questions pertaining to certification was not statistically significant. In general all respondents approved the question that there should be a period of probationary certification (3 years) until a teacher has been evaluated on the job (Grand mean = 3.19). However, Arkansas respondents approval rate was lower (UD = -.14) as compared with national respondents (UD = .16). The differences of opinion between Arkansas and national respondents on the certification issues were negligible.

Entrance/Exit Requirements: In general there was an overwhelming approval by all the respondents for the question that entrance requirements for teacher education programs should be based on a combination of GPA, standardized tests, and interviews (Grand mean = 3.28); but Arkansas respondents approval rate was lower (UD = -.14) when compared with national respondents (UD = .15). This outcome was statistically significant at .05 level.

Nearly all Arkansas and national respondents agree with the question: exit criteria for teacher education programs should be based on a combination of GPA, student teaching grade and standardized measures (Grand mean = 3.12). There was no

difference of opinion on this issue between Arkansas and national respondents.

Comparative Analysis of Responses by Respondents of Different Statuses

The preceding analysis compared the responses of the three units of analysis: University of Arkansas at Pine Bluff, Arkansas sample and national sample. The respondents who constituted these samples hold different positions in the education network. The positions included in this study were: professor, classroom teacher, director of student teaching, school principal, director of teacher education, school superintendent, deans of public and private colleges and universities in Arkansas and the staff members of State Department of Public Instruction. The following analyses are based upon the differential responses of respondents belonging to various statuses or positions in the teaching network. This analysis includes respondents from the University of Arkansas at Pine Bluff and Arkansas sample. The respondents from the national sample have not been included in present analysis.

TABLE 4 HERE

TABLE IV

COMPARATIVE ANALYSIS OF RESPONSES BY RESPONDENTS OF DIFFERENT STATUSES

GOVERNANCE AND ORGANIZATION	Grand Mean	Unadjusted Deviation Other	Unadjusted Deviation Professor	Unadjusted Deviation Classroom Teacher	Unadjusted Deviation Dir., Stud Teaching	Unadjusted Deviation Principal	Unadjusted Deviation Dir., Tea. Education	Unadjusted Deviation Supt.	Unadjusted Deviation Dean SDIP, Staff	Eta	Square
1. The control of teacher education should rest with the teacher education institution	** 2.22	** .07	** -.18	** 1.78	** -.22	** .78	** .78	** -.61	** .40	.48	.23
2. Teacher Education programs should be standardized at the state level to insure uniformity of the product.	2.76	.10	.28	.24	-.76	1.24	-.43	.08	-.45	.41	.16
3. A return to "normal schools" would help make student teaching and pre-service programs more realistic.	2.05	.15	.08	-.05	.45	-.05	-.38	.15	-.24	.24	.06
4. Pre-service teacher education programs should have separate tracts for elementary and secondary majors	3.09	-.09	.04	.91	-.59	-.09	.16	-.01	-.03	.28	.08
5. The control of teacher education should reside with teacher education institutions and the state education agency.	* 3.24	* -.66	* .31	* -.24	* -.24	* -.24	* -.24	* -.08	* 0.1	.46	.21
6. The governance of teacher education should reside with the state education agency.	2.37	.06	-.04	1.63	.13	.63	-.62	.21	.12	.33	.11
7. Teacher education would be better off it it went back to state teachers college model.	2.07	-.07	-.11		-.07	-.07	.27	.33	-.07	.23	.05
8. Teacher Education should include 3 years of liberal arts study, 1 full year of professional study, and 1 full year of student teaching.	2.10	-.25	-.19	1.90	-.10	.90	-.35	.13	.21	.42	.18
PROGRAM CONTENT											
1. Teacher education should become a 5th or professional year of study after completion of a 4 year liberal arts degree prog.	2.18	-.03	-.09	1.82	-.18	-.18	-.18	.05	.07	.35	.12

PROGRAM CONTENT (continued)	Grand Mean	Unadjusted Deviation Other	Unadjusted Deviation Professor	Unadjusted Deviation Classroom Teacher	Unadjusted Deviation Dir., Stud Teaching	Unadjusted Deviation Principal	Unadjusted Deviation Dir., Tea Education	Unadjuted Deviation Supt,	unadjusted Deviation Dean SDIP Staff	Eta	Eta Square
2. Junior and senior teachers need more content hours taught outside the school of education.	2.58	-.15	.13	NR	-.08	.42	-.83	.35	-.24	.40	.16
3. Undergraduates should receive compon ents in school law and the organizational structure of public and private schools.	** 2.99	** -.13	** .26	NR	** .01	** -.99	** -.24	** -.45	** .14	.51	.26
4. Components in computer-assisted instruction and programmed learning should be included in teacher education education programs at all levels.	** 3.36	** -.22	** .03	** -.36	** .64	** -.36	** .39	** -.36	** .20	.53	.28
5. A single general method course is adequate at the secondary level.	2.18	.25	-.01	.82	-.18	-1.18	.15	.05	-.12	.28	.08
6. Microteaching should be included in all programs before and during pre-student teaching field experiences.	* 3.06	* -.81	* .02	* -.06	* .44	* -.06	* -.06	* -.25	* .31	.47	.22
7. All pre-service teachers should receive at least one course in instructional technology (m edia/ materials, etc.).	3.27	-.27	.10	-.27	-.27	-.27	-.02	-.27	.26	.42	.18
8. Specific methods in science, social studies, etc. should be included in all elementary education programs.	3.05	-.21	.04	.95	-.55	-.05	-.30	-.05	.14	.29	.08
9. General education (academic) requirements for elementary teachers should be at least what percent of a 120 hour degree program: 40%, 50%, 60%, more than 60%.	** 2.05	** -.55	** -.00	NR	** .45	** .95	** .20	** .87	** -.65	.51	.26
10. General education (academic) requirements for secondary teachers should be at least what percent of a 120 hour degree program: 40%, 50%, 60%, more than 60%.	** 2.13	** -.63	** .05	NR	** .87	NR	** .37	** .87	** -.67	.47	.22

PROGRAM CONTENT (continued)	Grand Mean	Unadjusted Deviation Other	Unadjusted Deviation Professor	Unadjusted Deviation Classroom Teacher	Unadjusted Deviation Dir., Stud Teaching	Unadjusted Deviation Principal	Unadjusted Deviation Dir., Tea Education	Unadjusted Deviation Supt	Unadjusted Deviation Dean SDIP Staff	Eta	Eta Square
11. Professional education requirements for elementary teachers should be at least what percent of a 120 hour degree program: 20%,30%,40%, more than 40%.	2.35	-.49	.13	1.65	.15	.65	-.35	-.02	-.02	.34	.12
12. Professional education requirements for secondary teachers should be at least what percent of a 120 hour degree program: 20%,30%,40%, more than 40%.	2.11	-.40	.24	1.89	-.11	NR	-.11	-.03	-.24	.33	.11
PRE-STUDENT TEACHING EXPERIENCES											
1. Pre-student teaching experiences should be for more than one semester.	2.63*	-.46*	.12*	1.37*	.37*	-.63*	-.63*	-.32*	.31*	.47	.22
2. All pre-student field experiences should take place in a model or laboratory school setting.	2.00	.14	.00	NR	.50	1.00	-.25	.00	-.13	.22	.05
3. The pre-student teaching field experience should be at the secondary and elementary levels for all students.	2.69	-.54	-.06	1.31	.31	.31	.81	-.07	.05	.42	.18
4. The pre-student teaching field experience should be structured and include seminars rather than being a part of another course.	2.78	.05	-.08	1.22	-.28	.22	-.12	.29	-.18	.36	.13
5. Pre-student teaching field experiences should be course embedded.	2.70	.13	-.08	1.30	-.20	.30	.30	-.20	.10	.34	.12
STUDENT TEACHING											
1. Student teachers should receive their grade from the university supervisor and the cooperating teacher.	2.97	-.11	.03	1.03	.53	.03	-.47	-.05	.03	.24	.06
2. Student teachers should receive their grade from the university supervisor.	2.21	-.07	.08	.79	-.21	-1.21	.45	-.29	.12	.35	.12

STUDENT TEACHING (continued)	Grand Mean	Unadjusted Deviation Other	Unadjusted Deviation Professor	Unadjusted Deviation Classroom Teacher	Unadjusted Deviation Dir. Stud Teaching	Unadjusted Deviation Principal	Unadjusted Deviation Dir., Tea Education	Unadjusted Deviation Supt.	Unadjusted Deviation Dean SDIP Staff	Eta	Eta Square
3. Student teaching should be a paid experience for both the student teacher and the cooperating teacher.	2.02	.13	.16	1.98	-.02	.98	-.52	-.10	-.28	.45	.21
4. Student teaching should be implemented as a true internship where students receive monetary compensation.	2.17	-.02	.18	1.83	-.17	.83	.08	-.33	-.17	.42	.18
5. Field experiences during teacher education programs should be supervised by college/university personnel who have had practice experiences in the certification area.	3.21	-.35	.11	-.21	-.21	-.21	.54	-.06	-.02	.31	.09
6. Student teaching should yield more than 12 semester hours credit.	2.17	.26	.05	NR	-.17	.83	-.50	-.02	-.11	.30	.09
7. Student teaching should be for one full year.	2.22	-.07	0.00	1.78	-.22	.78	-.22	.12	-.15	.40	.16
8. The length of student teaching should be based on a minimum number of clock hours.	2.55	-.22	-.12	-.55	-.55	-.55	.20	.22	.28	.33	.11
CERTIFICATION											
1. Initial certification should be K-6 or 7-12.	1.85	-.18	.19	NR	-.35	-.85	-.18	-.18	.07	.30	.09
2. Initial certification should be K-4, 4-6, 6-9, 9-12.	2.00	.00	.09	NR	1.00	.00	.00	-.15	.09	.24	.06
3. Initial certification should be K-3, 4-7, or 8-12.	2.26	-.06	-.22	NR	-.26	.74	.40	-.35	.52	.49	.24
4. There should be a period of probationary certification (3 years) until a teacher has been evaluated on the job.	3.11	-.61	-.03	NR	-.11	.89	-.11	-.03	.29	.39	.15
ENTRANCE/EXIT REQUIREMENTS											
1. Entrance requirements for teacher education programs should be based on a combination of GPA, standardized tests and interviews.	3.24	-.39	.19	-.24	-.24	.76	-.24	-.17	.07	.35	.12

	Grand Mean	Unadjusted Deviation Other	Unadjusted Deviation Professor	Unadjusted Deviation Classroom Teacher	Unadjusted Deviation Dir,, Stud Teaching	Unadjusted Deviation Principal	Unadjusted Deviation Dir,, Tea Education	Unadjusted Deviation Supt.	Unadjusted Deviation Dean SDIP	Eta	Eta Square
2. Exit criteria for teacher education programs should be based on a combination of GPA, student teaching grade and standardized measures.	3.17	-.17	.09	-.17	-.67	.83	-.17	-.09	.10	.32	.10
3. Exit from teacher education programs should be based on a demonstration of specific competencies rather than on satisfactory completion of individual courses.	2.89	-.17	.07	1.11	.11	-1.89	-.89	.29	-.09	.42	.18

** Significant at .01 level

* Significant at .05 level.

NR = No Response

Governance and Organization:

Arkansas and the University of Arkansas at Pine Bluff respondents representing various positions in the teacher education network displayed a significant disagreement on the question that the control of teacher certification should rest with the teacher education institution. There was no substantial support for this question among all respondents (Grand mean = 2.22). The strong support for this idea came from classroom teachers (UD = 1.78), school principals and directors of teacher education (UD for both = .78), deans of teacher education and State Department of Public Instruction staff (UD = .40). The major opposition to this question came from school superintendents (UD = -.61), directors of student teaching (UD = -.22), and professors (UD = -.18). This outcome was statistically significant at .01 level.

In general there was little support for the question that the teacher education programs should be standardized at the state level to insure uniformity of the products (Grand mean = 2.76). But there was not much disagreement among respondents of various statuses. The strongest support for this idea came from principals (UD = 1.24), profrssors (UD = .28) and classroom teachers (UD = .24). Opposition for this question was mainly exhibited by directors of student teaching (UD = -.76), deans and State Department of Public Instruction staff (UD = -.45) and directors of teacher education (UD = -.43).

There was not much support for the idea that a return to "normal schools" would help make student teaching and pre-service programs more realistic (Grand mean = 2.05). Also, the disagreements among various respondents on this issue were negligible. Respondents, in general showed agreement to the idea that pre-service teacher education programs should have separate tracks for elementary and secondary majors (Grand mean = 3.09). Classroom teachers (UD = .91) and directors of teacher education (UD = .16) supported this view, whereas directors of student teaching (UD = -.59) opposed it.

Most respondents, generally supported the idea that the control of teacher education should reside jointly with teacher education institutions and the state education agency (Grand mean = 3.24). As compared with other respondents professors tended to agree with this question (UD = .31), whereas other respondents tended to agree less with it. This finding was statistically significant at .05 level.

On the question that the governance of teacher education should reside with the state education agency there was not much support (Grand mean = 2.37). But the strongest support for this idea came from classroom teacher (UD = 1.63) and principals (UD = .63), whereas the directors of teacher education tended to disagree with it (UD = -.62). Similarly, there was not much support for the idea that teacher education would be better off if it went back to a state teacher college model (Grand mean = 2.07). Only superintendents and directors of teacher education tended to support it (UD = .33, and .27 respectively). Most respondents did not exhibit any enthusiasm for the question that teacher education programs should include 3 years of liberal arts study, one year of professional study, and one full year of student teaching (Grand mean = 2.10). Classroom teachers (UD = 1.90), principals (UD = .90), Deans and State Department of Public Instruction staff (UD = .21) supported this question, whereas directors of teacher education (UD = -.35) and professors (UD = -.19) tended to disagree with this.

Program Content:

Program content is probably the single most important factor which has generated large number of differences of opinion among respondents from various statuses or positions in the education network. In addition, numerous of these differences are statistically significant. When asked that teacher education should become a fifth or professional year of study after completion of a four year liberal arts degree program the agreement came only from classroom teachers (UD = 1.82), nearly everyone else showed disagreement to it. The question that junior and senior high teachers need more

content hours taught outside the school of education drew mild acceptance from the respondents (Grand mean = 2.58). However principals (UD = .42) and superintendents (UD = .35) supported it more than directors of teacher education (UD = -.83), deans and State Department of Public Instruction staff (UD = -.24).

There was a substantial support among respondents for the question: Undergraduates should receive components in school law and the organizational structure of public and private schools (Grand mean = 2.99). But among respondents only professors (UD = .26), deans and State Deapartment of Public Instruction staff (UD = .14) supported it more strongly. Lowest support came from principals (UD = -.99) and superintendents (UD = -.45). There was an overwhelming agreement among respondents regarding the question that components in computer-assisted instruction and programmed learning should be included in teacher education programs at all levels (Grand mean = 3.36). However, the strongest agreement for this question came from directors of student teaching (UD = .64), directors of teacher education (UD = .39), deans and State Department of Public Instruction staff (UD = .20). The lowest support for this idea was from principals, superintendents and classroom teachers (UD for all = -.36). Both of these findings were significant at .01 level.

In general respondents did not support the idea that a single general methods course is adequate at the secondary level (Grand mean = 2.18). Strongest disagreement for this was registered by principals (UD = -1.18). Contrary to this, respondents substantially supported the idea that microteaching should be included in all programs before and during pre-student teaching field experiences (Grand mean = 3.06). Major supporters of this idea were directors of student teaching (UD = .44), deans and State Department of Public Instruction staff members (UD = .31). Superintendents did not support this idea very strongly (UD = -.25). This outcome was statistically significant at .05 level.

Respondents showed their strong agreement with the question that all preservice teachers should receive at least one course in instructional technology (media/materials etc) (Grand mean = 3.27). There were no significant differences between respondents of

various statuses in the education network.

When asked that specific methods in science, social studies, etc., should be included in all elementary education programs, respondents generally agreed with it (Grand mean = 3.05). But the strongest support for this question came from classroom teachers (UD = .95). Deans and State Department of Public Instruction also supported it (UD = .14). Directors of student teaching (UD = -.55) and directors of teacher education (UD = -.30) were least likely to support this idea.

Regarding the percentage being devoted to general education (academic) requirements in a degree program for elementary and secondary teaching the differences between categories were statistically significant at .01 level. Pertaining to the elementary degree program principals (UD = .95), superintendents (UD = .87) and directors of student teaching (UD = .45) were in favor of a higher percentage of general education requirements. On the contrary deans and State Department of Public Instruction staff (UD = -.65) were in favor of lower general education requirements. Similarly, regarding the secondary degree program directors of student teaching and superintendents favored higher percentage of general academic courses (both UD = .87), whereas deans and State Department of Public Instruction staff were in favor of lower general academic requirements (UD = -.67). Both of these outcomes were statistically significant at .01 level. There were no statistically significant differences between responderts regarding the percentage of professional education requirements for elementary and secondary degree programs.

Pre Student Teaching Experience:

The support for the idea that pre-student teaching experiences should be for more than one semester was weak among respondents (Grand mean = 2.63) the strongest support for this question came from classroom teachers (UD = 1.37), followed by directors of student teaching (UD = .37), deans and State Department of Public Instruction staff (UD = .31). Principals (UD = -.63), directors of teacher education (UD = -.63), and superintendents (UD = -.32) were less likely to agree with this

question. This outcome was statistically significant at .05 level.

In general, there was not much support for the idea that all preservice field experiences should take place in a model or laboratory school setting (Grand mean = 2.00). But prinicpals (UD = 1.00) and directors of student teaching (UD = .50) were far more likely to agree with this question as compared with other categories of respondents. There was relatively greater support for the question that the prestudent teaching field experience should be at the secondary and elementary levels for all students. (Grand mean = 2.69). The strongest support for this question came from the classroom teachers (UD = 1.31), followed by directors of teacher education (UD = .81), director of student teaching and principals (both UD = .31). Respondents generally agreed to the question that the prestudent teaching field experience should be structured and include seminars rather than being a part of another course (Grand mean = 2.78). The strongest support for this idea came from school teachers (UD = 1.22) followed by superintendents (UD = .29). In general, respondents agreed with the question that prestudent teaching field experiences should be course embedded (Grand mean = 2.70). The difference between respondents' categories was negligible.

Student Teaching:

The University of Arkansas at Pine Bluff and Arkansas sample respondents did not exhibit any statistically significant different opinions on the questions relating to student teaching. Most respondents generally agreed to the question that student teachers should receive their grade from the university supervisor and the cooperating

teacher (Grand mean = 2.97). The strongest support for this question came from classroom teachers (UD = 1.03), whereas the directors of the teacher education were least likely to agree with it (UD = -.47). The support was lukewarm by the respondents when asked that the student teachers should receive their grade from the university supervisor (Grand mean = 2.21). Classroom teachers (UD = .79) and directors of teacher education were the major supporters of this idea. Strong disagreement for this question came from principals (UD = -1.21), followed by superintendents (UD = -.29).

Respondents exhibited their general disagreement with the question that student teaching should be a paid experience for both the student teacher and the cooperating teacher (Grand mean = 2.02). However, there were substantial disagreement between respondent categories. Strongest support for this idea came from classroom teachers (UD = 1.98) followed by principals (UD = .98). But, directors of teacher education (UD = -.52), deans and State Department for Public Instruction staff (UD = -.28) and superintendents (UD = -.10) registered their disagreement to this question. There was no general support for the question that student teaching should be implemented as a true internship where students receive monetary compensation (Grand mean = 2.17). Again, strongest agreement to this question came from classroom teachers (UD = 1.83) and the principals (UD = .83). Superintendents (UD = -.33), directors of student teaching, deans and State Department of Public Instruction staff (UD = -.17) registered their disagreement to this question.

There was a general support among respondents for the question that field experiences during teacher education programs should be supervised by college/university personnel who have had practical experience in the certification area (Grand mean = 3.21). The strongest support for this question came from the directors of teacher education (UD = .54), followed by professors (UD = .11). Mild disagreement for this question was registered by classroom teachers, principals and directors of student teaching, (UD for all = -.21). Respondents generally disagreed with the question that student teaching should yield more than 12 semester hours credit (Grand mean =

2.17. But the principals strongly supported this idea (UD = .83), whereas directors of teacher education (UD=-50),deans and State Department of Public Instruction staff (UD = -.11) disagreed.

There was slightly more support for the question that student teaching should be for one full year (Grand mean = 2.22). Classroom teachers (UD = 1.78) and principals were strong supporters of this idea (UD = .78). Directors of student teaching and directors of teacher education (UD for both = .22), deans and State Department of Public Instruction staff disagreed with this somewhat (UD = -.15). The support was somewhat stronger for the question that the length of student teaching should be based on a minimum of clock hours (Grand mean = 2.55). Classroom teachers, directors of student teaching and principals (UD for all = -.55) registered their disagreement with this question. Whereas, directors of teacher education (UD = .20) superintendents (UD = .22), deans and State Department of Public Instruction staff (UD = .18) agreed with it somewhat.

Certification:

Arkansas and the University of Arkansas at Pine Bluff respondents generally supported all questions but one regarding the certification process of student teachers. Respondents generally agreed when asked that initial certification should be K-6 or 7-12 (Grand mean = 2.85). Strong agreement to this idea came from professors (UD = .19). Whereas, disagreement to this question was registered by principals (UD = -.85), followed by directors of student teaching (UD = -.35), registered their disagreement to this question. This outcome was statistically significant at .05 level. Most respondents agreed to the question that there should be a period of probationary certification (3 years) until a teacher has been evaluated on the job (Grand mean = 3.11). Strongest support for this idea came from principals (UD = .89), deans and State Department of Public Instruction staff (UD = .29). Directors of student teaching and directors of teacher education (UD for both = -.11) agree somewhat less to this question).

Entrance/Exit Requirements

Respondents generally agreed with all the questions pertaining to the entrance and exit requirements for students teachers. There was an overwhelming support for the question that entrance requirements for teacher education programs should be based on a combination of GPA, standardized tests, and interviews (Grand mean = 3.24). The strongest support for this idea came from the principals (UD = .76). Classroom teachers, directors of student teaching, directors of teacher education (UD for all = -.24) and superintendents (UD = -.17) were less likely to agree to this question.

In general, respondents agreed to the question that exit criteria for teacher education programs should be based on a combination of G.P.A., student teaching grade and standardized measures. (Grand mean = 3.17). Again, the strongest agreement for this question came from principals (UD = .83) followed by deans and State Department of Public Instruction staff (UD = .10). Least support for this idea came from directors of student teaching (UD = -.67) followed by classroom teachers (UD = -.17), directors of teacher education (UD = -.17) and superintendents (UD = -.09). There was relatively less support for the question that exit from teacher education programs should be based on demonstration of specific competencies rather than on satisfactory completion of individual courses (Grand mean = 2.89). The strongest disagreement for this question came from principals (UD = -1.89) followed by the directors of teacher education (UD = .-89). Classroom teachers (UD = 1.11) superintendents (UD = .29) and directors of student teaching (UD = .11) were more likely to agree to this question.

APPENDIX

STATISTICAL PROCEDURES

As mentioned above, the entire data was divided into three units of analysis: UAPB, Arkansas sample, and national sample. The appropriate statistical tests to compare these three units of analysis were the analysis of variance and multiple classification analysis. Analysis of variance is a statistical test which makes a single overall decision as to whether a significant difference is present among three or more sample means (Levin, 1983, p. 299). The basic purpose of using the test analysis of variance was to determine the statistical significance of the differences among various sample means. This goal is achieved by using F distribution. F ratio is the result of an analysis of variance which indicates the size of the between groups mean square relative to the size of the within group mean square (Levin, 1983, p. 300).

The statistical procedure multiple classification analysis was used to display the results of analysis of variance. This statistic exhibits the mean of each category, expressed as deviation from the grand mean. In this case while calculating these values, other factors or covariates are not adjusted. (X - nie et al, 1975, p. 409-410). In the present research unadjusted deviation from the grand mean has been reported in Table 1, Table 2, Table 3, and Table 4. The affects of other factors or covariates have not been included in this analysis

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The grand mean in this research represents the mean score of all categories of the units of analysis. The unadjusted deviation is the mean of each category expressed as a deviation from the grand mean.

Another statistic displayed in Table 1, 2, 3, adn 4 is eta. Eta is a measure of association used when the independent variable is nominal level and the dependent variable is interval level. It is basically an indication of how dissimiliar the means on the depended variable are within the categories of the independent variable. When the means are identical, eta is zero. If the means are very different and the variances within the categories of the independent variable are small, eta increases toward its maximum value of one. When eta is squared, it has an intuitive interpretation as the proportion of variance in the dependent variable explained (or accounted for) by the independent variable. Eta squared is often referred to as the correlation ratio. (Nie et. al, 1975 p. 230).

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SURVEY OF FUTURE TEACHER EDUCATION PREPARATION SEQUENCES

I. DEMOGRAPHICS (Please check the appropriate boxes.)

Position of respondent: College/University

☐ Dean ☐ Director of Teacher Education ☐ Professor
☐ Director of Student Teaching ☐ Other_____

School/System

☐ SDPI Staff ☐ Superintendent ☐ Principal
☐ Classroom Teacher ☐ Other_____

If a college/university position, please respond to Items 1, 2, 3 below.
If a school/system position, please respond to Items 4 below.

1. Highest degree offered: ☐ Undergraduate ☐ Masters
☐ 6th Year ☐ Doctorate

2. Undergraduate programs offered: ☐ Elementary ☐ Secondary
☐ Intermediate ☐ Other_____

3. Size of program: (approximate number of undergraduate degrees granted in 81-82 academic year)_____

4. Size of school system: ☐ Small ☐ Medium ☐ Large

DIRECTIONS: After reading all items in each section, please indicate your preferred response by marking the appropriate box according to the following scale:
SD = Strongly Disagree D = Disagree A = Agree SA = Strongly Agree

II. GOVERNANCE AND ORGANIZATION	SD	D	A	SA
1. The control of teacher certification should rest with the teacher education institution	☐	☐	☐	☐
2. Teacher education programs should be standardized at the state level to insure uniformity of the product...	☐	☐	☐	☐
3. A return to "normal schools" would help make student teaching and pre-service programs more realistic.....	☐	☐	☐	☐
4. Pre-service teacher education programs should have separate tracks for elementary and secondary majors...	☐	☐	☐	☐
5. The control of teacher education should reside jointly with teacher education institutions and the state education agency.....	☐	☐	☐	☐
6. The governance of teacher education should reside with the state education agency.....	☐	☐	☐	☐
7. Teacher education would be better off if it went back to a state teachers college model.....	☐	☐	☐	☐
8. Teacher education programs should include 3 years of liberal arts study, 1 year of professional study, and one full year of student teaching.....	☐	☐	☐	☐

Comments:

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III. PROGRAM CONTENT

9.	Teacher education should become a 5th or professional year of study after completion of a 4-year liberal arts degree program.....	☐	☐	☐	☐
10.	Junior and senior high teachers need more content hours taught outside the school of education.....	☐	☐	☐	☐
11.	Undergraduates should receive components in school law and the organizational structure of public and private schools.....	☐	☐	☐	☐
12.	Components in computer-assisted instruction and programmed learning should be included in teacher education programs at all levels.....	☐	☐	☐	☐
13.	A single general methods course is adequate at the secondary level.....	☐	☐	☐	☐
14.	Microteaching should be included in all programs before and during pre-student teaching field experiences	☐	☐	☐	☐
15.	All preservice teachers should receive at least one course in instructional technology (media/materials etc)	☐	☐	☐	☐
16.	Specific methods in science, social studies, etc, should be included in all elementary education programs.....	☐	☐	☐	☐

17. General education (academic) requirements for the following areas should be at least what percent of a 120-hr degree program: (Please check appropriate box.)

Elementary ☐40% ☐50% ☐60% ☐More than 60%
Secondary ☐40% ☐50% ☐60% ☐More than 60%

18. Professional education requirements for the following areas should be at least what percent of a 120-hr degree program: (Please check appropriate box.)

Elementary ☐20% ☐30% ☐40% ☐More than 50%
Secondary ☐20% ☐30% ☐40% ☐More than 50%

Comments:

IV. PRE-STUDENT TEACHING EXPERIENCES

19.	Pre-student teaching experiences should be for more than one semester.....	☐	☐	☐	☐
20.	All preservice field experiences should take place in a model or laboratory school setting.....	☐	☐	☐	☐
21.	The pre-student teaching field experience should be at the secondary and elementary levels for all students..	☐	☐	☐	☐
22.	The pre-student teaching field experience should be structured and include seminars rather than being a part of another course.....	☐	☐	☐	☐
23.	Pre-student teaching field experiences should be course embedded.....	☐	☐	☐	☐

Comments:

V. STUDENT TEACHING

24.	Student teachers should receive their grade from the university supervisor and the cooperating teacher....	☐	☐	☐	☐
25.	Student teachers should receive their grade from the university supervisor.....	☐	☐	☐	☐

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26. Student teaching should be a paid experience for both the student teacher and the cooperating teacher..... ☐ ☐ ☐ ☐
27. Student teaching should be implemented as a true internship where students receive monetary compensation.... ☐ ☐ ☐ ☐
28. Field experiences during teacher education programs should be supervised by college/university personnel who have had practical experience in the certification area..... ☐ ☐ ☐ ☐
29. Student teaching should yield more than 12 semester hours credit..... ☐ ☐ ☐ ☐
30. Student teaching should be for one full year..... ☐ ☐ ☐ ☐
31. The length of student teaching should be based on a minimum number of clock hours..... ☐ ☐ ☐ ☐

Comments:

VI. CERTIFICATION

32. Initial certification should be K-6 or 7-12..... ○ ○ ○ ○
33. Initial certification should be K-4, 4-6, 6-9, 9-12.. ○ ○ ○ ○
34. Initial certification should be K-3, 4-7, or 8-12.... ○ ○ ○ ○
35. There should be a period of probationary certification (3 yrs) until a teacher has been evaluated on the job. ○ ○ ○ ○

Comments:

VII. ENTRANCE/EXIT REQUIREMENTS

36. Entrance requirements for teacher education programs should be based on a combination of GPA, standardized tests, and interviews..... ☐ ☐ ☐ ☐
37. Exit criteria for teacher education programs should be based on a combination of GPA, student teaching grade and standardized measures..... ☐ ☐ ☐ ☐
38. Exit from teacher education programs should be based on demonstration of specific competencies rather than on satisfactory completion of individual courses ☐ ☐ ☐ ☐

Comments:

What are the new basics for education in Arkansas?

BY GEORGE ANTONELLI

George A. Antonelli is dean of teacher education at the University of Arkansas at Pine Bluff. This is the text of his remarks at the annual meeting of the Southeastern Regional Association of Teacher Educators at Baton Rouge, La., on Oct. 28.

What is basic education? In 1816 Thomas Jefferson argued that "if a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be."

Indeed, another great American echoed a similar refrain when Abe Lincoln contended that "education is the most important subject which we as a people can be engaged in" (1832). However, there were other voices like President Joseph Caldwell of the University of North Carolina, who asserted, "Is a man constitutionally and habitually indolent, a burden upon all from whom he can expect support? Then there is one way of shaking him off – let us make him a schoolmaster. To teach school is little else than sitting still and doing nothing" (1809).

Similarly, James Jordan Carter of Massachusetts speculated, "If a young man be moral enough to keep out of state prison, he will find no difficulty in getting approbation for a schoolmaster" (1824). It was left to William Franklin Phelps, a president of the National Education Association, to conclude: "Poor schools and poor teachers are in the majority throughout the country. They afford the sad spectable of ignorance, engage in the stupendous fraud and self-perpetuation at public expense" (1870).

Within this context, it might be interesting to ask: What are the New Basics in Arkansas? Arkansans being a tough breed molded in the tradition of Jefferson and Lincoln indicated the following:

• While state department officials agree 100 percent that teacher education should become a fifth-year professional school after completion of a four-year liberal arts program, 66 percent of the college deans, 76 percent of the superintendents and 68 percent of the total population disagreed.

• While 76 percent of the superintendents, 66 percent of the state department officials and 51 percent of the total population agreed that junior and senior teachers needed more content hours taught outside the school of education, 58 percent of the deans disagreed.

• 100 percent of the deans, superintendents, state department officials and the general population agreed that components of computer assisted instruction and programmed learning should be included in teacher education programs at all levels.

• 100 percent of the deans and state department officials, 53 percent of the superintendents and 78 percent of the total population agreed that undergraduates should receive components in school law and organizational structure of public and private schools.

• 100 percent of the deans and state department officials and 76 percent of the superintendents and 78 percent of the total population agreed that micro-teaching should be included in all programs before and during pre-student teaching field experiences.

• 100percent of the deans and state Department officials, 92 percent of the superintendents and 95 percent of the total population agreed that all pre-service teachers should receive at least one course in instructional technology.

• 100 percent of the state department officials, 75 percent of the deans, 76 percent of the superintendents and 68 percent of the general population agreed that specific methods in science and social studies should be included in all elementary education.

• 100 percent of the superintendents and state department officials, 83 percent of the deans and 82 percent of the total population agreed that field experiences during student teaching should be supervised by college/university personnel who have practical experience in the certification area.

• 75 percent of the deans agreed that the control of teacher education certification should rest with the teacher education institution while 90 percent of the superintendents, 66 percent of the state department officials and 61 percent of the total population desagreed.

• 100 percent of the state department officials, 76 percent of the superintendents and 61 percent of the total population agreed that exit from teacher education programs should be based on demonstration of specific competencies rather than on satisfactory completion of instructional courses, while 58 percent of the deans disagreed.

The New Basics in teacher education in Arkansas are: (1) A system of checks and balances among colleges, schools and the Department of Education for certification procedures; (2) Teacher instruction based on performance competencies as opposed to course completion; (3) University supervisors with experience in teaching at kindergarten-12 levels; (4) Specific elementary methods courses in subject matter disciplines; (5) Instructional technology courses for all prospective teachers; (6) Micro-teaching experience for all prospective teachers; (7) School law and organizational structure courses for all teacher education students; (8) Computer assisted instruction and programmed learning experiences for all teacher education students; (9) Junior and senior education students should be required to take more arts and sciences content hours, and (10) Teacher education should remain a four-year professional program.

In conclusion, it might be appropriate to reflect on what John Ruskin said about the basics for our profession: "Education does not mean teaching people what they do not know ... It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept and by praise, but above all – by example." Indeed, professional educators from across Arkansas will continue to demonstrate a commitment to excellence, involvement with students and competence in the profession which benefits each and every individual in our state, which is "The Land of Opportunity."

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